

Child Care & Early Education RESEARCH CONNECTIONS

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Head Start Family and Child Experiences Survey (FACES) Bibliography

This bibliography lists resources in the *Research Connections* collection related to the Head Start Family and Child Experiences Survey (FACES), which has fielded cohorts in 1997, 2000, 2003, 2006, and 2009. It is intended as a reference tool for researchers and policymakers. It is divided into sections for data sets; official reports (data tables, methods, and findings); studies using FACES data; and instruments and documentation. Within each section resources are listed alphabetically by author and then by year and title. The FACES cohort(s) used by each resource follows its citation in brackets.



Data Sets:

Romero, M., & Douglas-Hall, A. (2009). [Guide to datasets for research and policymaking in child care and early education](#). New York: Child Care & Early Education Research Connections. [1997, 2000, 2003]

An annotated bibliography of existing large-scale datasets that provide useful information to policymakers, researchers, and others in the field of child care and early education in the United States.

United States Department of Health and Human Services. Administration for Children and Families. Office of Planning, Research and Evaluation. [Head Start Family and Child Experiences Survey \(FACES\): 1997 Cohort](#) [United States]. ICPSR04134-v6. Ann Arbor, MI: Inter-university Consortium for Political and Social Research [distributor], 2013-05-24.

United States Department of Health and Human Services. Administration for Children and Families. Office of Planning, Research and Evaluation. [Head Start Family and Child Experiences Survey \(FACES\): 2000 Cohort](#) [United States]. ICPSR04149-v8. Ann Arbor, MI: Inter-university Consortium for Political and Social Research[distributor], 2013-05-29.

United States Department of Health and Human Services. Administration for Children and Families. Office of Planning, Research and Evaluation. [Head Start Family and Child Experiences Survey \(FACES\): 2003 Cohort](#) [United States]. ICPSR22580-v6. Ann Arbor, MI: Inter-university Consortium for Political and Social Research [distributor], 2013-05-13.

United States Department of Health and Human Services. Administration for Children and Families. Office of Planning, Research and Evaluation. [Head Start Family and Child Experiences Survey \(FACES\): 2006 Cohort](#) [United States]. ICPSR28421-v4. Ann Arbor, MI: Inter-university Consortium for Political and Social Research [distributor], 2013-05-10.

United States Department of Health and Human Services. Administration for Children and Families. Office of Planning, Research and Evaluation. [Head Start Family and Child Experiences Survey \(FACES\): 2009 Cohort](#) [United States]. ICPSR34558-v1. Ann Arbor, MI: Inter-university Consortium for Political and Social Research [distributor], 2013-07-08.

Official Reports—Data Tables:

Aikens, N., Hulseley, L., Moiduddin, E. M., Kopack, A., Takyi-Laryea, A., Tarullo, L. B., & West, J. (2011). [Data tables for FACES 2009 Head Start children, families, and programs: Present and past data from FACES report. \(OPRE Report 2011-33b\)](#). Washington, DC: U.S. Administration

for Children and Families, Office of Planning, Research and Evaluation. [2009]

Data tables from a profile of the characteristics of Head Start children and families and their home and Head Start classroom environments in fall 2009, including children's cognitive, physical, and socioemotional development, and Head Start classroom curricula and activities, based on data collected from a sample of 60 Head Start programs, 129 centers, 486 classrooms, and 3,349 children.

Aikens, N., Moiduddin, E. M., Xue, Y., Tarullo, L. B., & West, J. (2012). [Data tables for Child outcomes and classroom quality in FACES 2009 report. \(OPRE Report 2012-37b\)](#). Washington, DC: U.S. Administration for Children and Families, Office of Planning, Research and Evaluation. [2009]

Data tables from a profile of the characteristics of Head Start children and families and their home and Head Start classroom environments in fall 2009 and spring 2010, including children's cognitive, physical, and socioemotional development, and Head Start classroom curricula, activities, and quality, based on fall 2009 and spring 2010 data for a sample of 370 classrooms and 3,022 children in the Head Start Family and Child Experiences Survey (FACES).

Hulsey, L., Aikens, N., Xue, Y., Tarullo, L. B., & West, J. (2010). [ACF-OPRE report: Data tables for FACES 2006 A year in Head Start report](#). Washington, DC: U.S. Administration for Children and Families, Office of Planning, Research and Evaluation. [2006]

Data tables from a profile of the characteristics of Head Start children and families and their home and Head Start classroom environments from fall 2006 through spring 2007, including children's cognitive, physical, and socioemotional development, and Head Start classroom curricula and activities, based on data collected from a sample of 60 Head Start programs, 135 centers, 410 classrooms, 365 teachers, and 3,315 children and their parents.

Klein, A., Aikens, N., West, J., Lukashanets, S., & Tarullo, L. B. (2013). [Data tables for FACES 2009 report: Getting ready for kindergarten: Children's progress during Head Start. \(OPRE Report 2013-21b\)](#). Washington, DC: U.S. Administration for Children and Families, Office of Planning, Research and Evaluation. [2009]

*This set of tables describes the developmental outcomes and family backgrounds for children who entered Head Start for the first time in fall 2009 and completed one or two years of the program before entering kindergarten. It is designed to accompany the report *Getting Ready for Kindergarten: Children's Progress During Head Start* (Aikens et al. 2013), which is the third in a series of reports describing data from the 2009 cohort of the Head Start Family and Child Experiences Survey (FACES 2009). Previous FACES 2009 reports and data tables described the characteristics of children and their families and programs as they entered Head Start in fall 2009 (Aikens et al. 2011; Hulsey et al. 2011) and, in spring 2010, at the end of one year in the program (Aikens et al. 2012; Moiduddin et al. 2012). This set of tables and accompanying report focus on the population of children who entered Head Start for the first time in fall 2009 and*

completed one or two years of the program before entering kindergarten. We include a set of tables focusing on household/family characteristics as children entered the program in fall 2009, and a separate set focused on characteristics as children exited Head Start. The table set also provides information about child cognitive, social-emotional, and health outcomes, including description of children's outcomes as they completed the program and progress in outcomes between Head Start entry and exit. FACES 2009 is the fifth in a series of nationally representative cohort studies of Head Start children, their families, and the programs they attend (previous cohorts were initiated in 1997, 2000, 2003, and 2006). The FACES 2009 child sample was selected to represent 3- and 4-year-old children as they entered their first year of the program, drawing on participants from 60 selected programs from across the country. FACES includes a battery of child assessments across many developmental domains; interviews with children's parents, teachers, and program managers; and observations of classroom quality. The study is conducted by Mathematica Policy Research and its partners--Educational Testing Service and Juarez and Associates--under contract to the Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. (author abstract)

Malone, L. M., Hulse, L., Aikens, N., West, J., & Tarullo, L. B. (2010). [ACF/OPRE report: Data tables for FACES 2006 Head Start children go to kindergarten report](#). Washington, DC: U.S. Administration for Children and Families, Office of Planning, Research and Evaluation. [2006] *Data tables from a profile of the development, families, and home and school environments of kindergarten children who had entered Head Start in the fall of 2006, based on data from the Head Start Family and Child Experiences Survey 2006 (FACES 2006).*

Moiduddin, E. M., Aikens, N., Tarullo, L. B., & West, J. (2010). [ACF/OPRE report: Data tables for FACES 2006 A second year in Head Start report](#). Washington, DC: U.S. Administration for Children and Families, Office of Planning, Research and Evaluation. [2006] *Data tables from a profile of the development, families, and home environments of children participating in their second year of Head Start who had entered the program at age 3 in the fall of 2006, based on spring 2008 data from the Head Start Family and Child Experiences Survey 2006 (FACES 2006).*

West, J., Tarullo, L. B., Aikens, N., & Hulse, L. (2008). [Study design and data tables for the FACES 2006 baseline report](#). Washington, DC: U.S. Administration for Children and Families, Office of Planning, Research and Evaluation. [2006] *An overview of the study design of the fall 2006 Head Start Family and Child Experiences Survey and data tables to accompany a profile of the characteristics of newly enrolled Head Start children and families and their home and Head Start classroom environments in fall 2006.*

Official Reports—Methods:

O'Brien, R., D'Elio, M., Vaden-Kiernan, M., Magee, C., Younoszai, T., Keane, M., Connell, D. C., & et al. (2002). [*A descriptive study of Head Start families: FACES technical report I.*](#)

Washington, DC: U.S. Administration on Children, Youth, and Families, Commissioner's Office of Research and Evaluation. [1997]

A description of the characteristics and experiences of Head Start families and staff, based on data from the Head Start Family and Child Experiences Survey (FACES).

Tarullo, L. B., & McKey, R. (2001). [*Design and implications of the Head Start Family and Child Experiences Survey \(FACES\).*](#) Paper presented at the biennial meeting of the Society for Research in Child Development, Minneapolis, MN. [1997]

The design implications of the Head Start Family and Child Experiences Survey (FACES), a nationally representative six-phase survey that gathered data on Head Start's Program Performance Measures.

West, J., Tarullo, L. B., Aikens, N., Malone, L. M., & Carlson, B. (2011). [*FACES 2009 study design. \(OPRE Report 2011-9\).*](#) Washington, DC: U.S. Administration for Children and Families, Office of Planning, Research and Evaluation. [2009]

An overview of the study design of the Head Start Family and Child Experiences Survey 2009 (FACES 2009).

Zill, N., Resnick, G., Kim, K., O'Donnell, K., Sorongon, A., Ziv, Y., Alva, S., & et al. (2006). [*Head Start Performance Measures Center Family and Child Experiences Survey \(FACES 2000\) technical report.*](#) Washington, DC: U.S. Administration for Children and Families, Office of Planning, Research and Evaluation. [2000]

A longitudinal study of the academic and social outcomes of Head Start children during the Head Start years and in kindergarten, based on data from the Head Start Family and Child Experiences Survey (FACES), 2000 Cohort.

Official Reports—Findings:

Aikens, N., Klein, A., Tarullo, L. B., & West, J. (2013). [*Getting ready for kindergarten: Children's progress during Head Start: FACES 2009 report. \(OPRE Report 2013-21a\).*](#)

Washington, DC: U.S. Administration for Children and Families, Office of Planning, Research and Evaluation. [2009]

A study of the characteristics and family backgrounds of Head Start children, as well as their developmental progress from Head Start entry to exit in the domains of cognitive development, socioemotional development, health, and physical development, based on data from the Head

Start Family and Child Experiences Survey (FACES), 2009 Cohort, for 2,356 children who entered the program in fall 2009.

Aikens, N., Tarullo, L. B., Hulsey, L., Ross, C., West, J., & Xue, Y. (2010). [ACF-OPRE report: A year in Head Start: Children, families and programs](#). Washington, DC: U.S. Administration for Children and Families, Office of Planning, Research and Evaluation. [2006]

A profile of the characteristics of Head Start children and families and their home and Head Start classroom environments from fall 2006 through spring 2007, including children's cognitive, physical, and socioemotional development, and Head Start classroom curricula and activities, based on data collected from a sample of 60 Head Start programs, 135 centers, 410 classrooms, 365 teachers, and 3,315 children and their parents.

Caronongan, P., Moiduddin, E. M., West, J., & Vogel, C. (2014). [Children in Early Head Start and Head Start: A profile of early leavers. \(OPRE Report 2014-54\)](#). Washington, DC: U.S. Administration for Children and Families, Office of Planning, Research and Evaluation. [2009]

Early Head Start serves pregnant women and children up to age 3, allowing families to enroll a child at any point in this age range. Head Start serves preschool-age children, who can enter the program at age 3 or 4. Engaging and retaining families in the program is a priority for Early Head Start and Head Start. However, some children who enroll in these programs do not stay for the full length of time they are eligible. In this brief, we explore the child-, family-, and program-level factors that may be associated with whether children leave the program early. We used data from the Early Head Start Family and Child Experiences Survey (Baby FACES) and from the 2009 cohort of the Head Start Family and Child Experiences Survey (FACES 2009). Analyses show that most families who enrolled stayed for as long as they were eligible. However, a sizable percentage -- 35 percent in Early Head Start and 27 percent in Head Start left early. Early leaving was only related to a few child, family, or program characteristics examined in this brief. The findings suggest that the rate of early leaving was higher among families with several risk factors and who experienced instability, but mainly for Early Head Start families. In Head Start, early leaving was less associated with family risk and more related to program characteristics; children were more likely to leave early if they attended urban programs, if the turnover rates for lead or assistant teachers were high, and if program directors reported there were factors making it more difficult for them to do their jobs. To fully understand the circumstances related to leaving early and what programs can do to keep children enrolled, it will be important to gather additional data about families' needs and what they opt to do in lieu of participating in Early Head Start or Head Start. (author abstract)

Hulsey, L., Aikens, N., Kopack, A., West, J., Moiduddin, E. M., & Tarullo, L. B. (2011). [Head Start children, families, and programs: Present and past data from FACES. \(OPRE Report 2011-33a\)](#). Washington, DC: U.S. Administration for Children and Families, Office of Planning, Research and Evaluation. [2000, 2003, 2006, 2009]

A profile of the characteristics of Head Start children and families and their home and Head Start classroom environments in fall 2009, including children's cognitive, physical, and socioemotional development, and Head Start classroom curricula and activities, and a comparison to profiles from 2000, 2003, and 2006, based on data collected in fall 2009 from a sample of 60 Head Start programs, 129 centers, 486 classrooms, and 3,349 children.

McKey, R. (2003). [The Head Start Family and Child Experiences Survey \(FACES\): What are we learning about program quality and program development?](#) *Children and Families*, 22(1), 62-64. [1997, 2000]

A summary of findings from the 1997 and 2000 waves of the Head Start Family and Child Experiences Survey (FACES).

McKey, R., Tarullo, L. B., & Doan, H. (1999). [FACES: The Head Start Family and Child Experiences Survey](#). Paper presented at the meeting of the Advisory Committee on Head Start Research and Evaluation, Alexandria, VA. [1997]

A description of the Head Start Family and Child Experiences Survey (FACES), nationally representative five-phase survey that gathered data on Head Start's Program Performance Measures to identify the program's strengths and weaknesses.

Moiduddin, E. M., Aikens, N., Tarullo, L. B., West, J., & Xue, Y. (2012). [Child outcomes and classroom quality in FACES 2009. \(OPRE Report 2012-37a\)](#). Washington, DC: U.S.

Administration for Children and Families, Office of Planning, Research and Evaluation. [2009]

A profile of the characteristics of Head Start children and families and their home and Head Start classroom environments in fall 2009 and spring 2010, including children's cognitive, physical, and socioemotional development, and Head Start classroom curricula, activities, and quality, based on fall 2009 and spring 2010 data for a sample of 370 classrooms and 3,022 children in the Head Start Family and Child Experiences Survey (FACES).

Tarullo, L. B., Aikens, N., Moiduddin, E. M., & West, J. (2010). [ACF-OPRE report: A second year in Head Start: Characteristics and outcomes of children who entered the program at age three](#). Washington, DC: U.S. Administration for Children and Families, Office of Planning, Research and Evaluation. [2006]

A profile of the development, families, and home environments of children participating in their second year of Head Start who had entered the program at age 3 in the fall of 2006, based on spring 2008 data from the Head Start Family and Child Experiences Survey 2006 (FACES 2006)

Tarullo, L. B., West, J., Aikens, N., & Hulse, L. (2008). [Beginning Head Start: Children, families and programs in fall 2006: FACES 2006 baseline report](#). Washington, DC: U.S. Administration for Children and Families, Office of Planning, Research and Evaluation. [2006]

A profile of the characteristics of newly enrolled Head Start children and families and their home

and Head Start classroom environments in fall 2006, including children's cognitive, physical, and socioemotional development, and Head Start classroom curricula and activities, based on data collected from a sample of 60 Head Start programs, 135 centers, 410 classrooms, 365 teachers, and 3,315 children and their parents.

United States. Administration for Children and Families. Office of Planning, Research and Evaluation. (2006). [FACES findings: New research on Head Start program quality and outcomes](#). U.S. Administration on Children, Youth, and Families. [1997, 2000]
Highlights of findings on multiple aspects of the Head Start program, including classroom quality and benefits to children and families.

United States. Administration on Children, Youth, and Families. Commissioner's Office of Research and Evaluation., & United States. Head Start Bureau. (2001). [FACES findings: New research on Head Start program quality and outcomes: June 2000](#). U.S. Administration on Children, Youth, and Families. [1997]
Highlights of research results on multiple aspects of the Head Start program, including classroom quality and benefits to families and children.

West, J., Malone, L. M., Hulse, L., Aikens, N., & Tarullo, L. B. (2010). [ACF/OPRE report: Head Start children go to kindergarten](#). Washington, DC: U.S. Administration for Children and Families, Office of Planning, Research and Evaluation. [2006]
A profile of the development, families, and home and school environments of kindergarten children who had entered Head Start in the fall of 2006, based on data from the Head Start Family and Child Experiences Survey 2006 (FACES 2006).

Zill, N., Resnick, G., Kim, K., McKey, R., Clark, C., Pai-Samant, S., Connell, D. C., & et al. (2001). [Head Start FACES: Longitudinal findings on program performance: Third progress report](#). Washington, DC: U.S. Administration on Children, Youth, and Families, Commissioner's Office of Research and Evaluation. [1997]
A data summary from the Family and Child Experiences Survey (FACES), a longitudinal study developed to determine the impact of Head Start programs on disadvantaged preschool children and their families.

Zill, N., Resnick, G., Kim, K., O'Donnell, K., Sorongon, A., McKey, R., Pai-Samant, S., & et al. (2003). [Head Start FACES 2000: A whole-child perspective on program performance](#). Washington, DC: U.S. Administration for Children and Families, Child Outcomes Research and Evaluation. [1997, 2000]
A longitudinal study of the academic and social outcomes of Head Start children during the Head Start years and in kindergarten, based on data from the Head Start Family and Child Experiences Survey (FACES).

Studies Using FACES Data:

Ansari, A., & Gershoff, E. (2015). [Learning-related social skills as a mediator between teacher instruction and child achievement in Head Start](#). *Social Development*, 1-17. [2006]

Using a subsample of the Family and Child Experiences Survey (FACES) 2006, this study examined the associations between the amount of teacher instruction in 292 Head Start classrooms with changes in young children's (n = 936) early academic achievement and learning-related social skills from ages three to five. In general, during the early years, children exhibited relatively stable academic and learning-related social skills. Although the amount of teacher instruction did not predict children's short-term academic growth directly, it did predict it indirectly through improvements in learning-related social skills, with benefits lasting through the end of kindergarten. These findings demonstrate that gains in children's learning-related social skills may be necessary before academic gains can be realized. (author abstract)

Ansari, A., & Gershoff, E. (2015). [Parent involvement in Head Start and children's development: Indirect effects through parenting](#). *Journal of Marriage and Family*, 1-18. [2006]

The authors examined the extent to which parent involvement in Head Start programs predicted changes in both parent and child outcomes over time, using a nationally representative sample of 1,020 three-year-old children over 3 waves of the Family and Child Experiences Survey. Center policies that promote involvement predicted greater parent involvement, and parents who were more involved in Head Start centers demonstrated increased cognitive stimulation and decreased spanking and controlling behaviors. In turn, these changes in parenting behaviors were associated with gains in children's academic and behavioral skills. These findings suggest that Head Start programs should do even more to facilitate parent involvement because it can serve as an important means for promoting both parent and child outcomes. (author abstract)

Ansari, A., Pettit, K., & Gershoff, E. (2015). [Combating obesity in Head Start: Outdoor play and change in children's body mass index](#). *Journal of Developmental and Behavioral Pediatrics*, 36(8), 605-612. [2006]

Objective: To determine whether increased outdoor play time at Head Start was associated with greater changes in body mass index (BMI) over the course of a preschool year. Method: The authors used data from 2810 children from the Family and Child Experiences Survey 2006 cohort. With children's spring BMI as the outcome (both continuously measured and dichotomized to measure the risk of obesity), the authors conducted weighted regression analyses, controlling for child-level, family-level, and school-level covariates, including preschool entry BMI. Results: Children played outdoors at school for roughly 37 minutes per day, with little variation across half-day and full-day programs. The more children played outdoors, the more their BMI decreased over the preschool year ([beta] = -.05, 95% confidence interval (CI) [-0.08 to -0.01]) and the less likely they were to be obese (odds ratio = 0.99, 95% CI [0.98-0.99]). The

difference between high levels and low levels of outdoor play corresponded to 0.18 BMI points and a 42% reduction in children's risk of obesity. Sixty minutes was the "tipping point" for the association between outdoor play time and improvements in children's BMI. These associations were also stronger among children who were obese at the start of the year, less active at home, and living in unsafe neighborhoods. Conclusion: Outdoor play time at Head Start is associated with decreases in children's BMI scores and, thus, may serve as an important means of preventing obesity. Head Start programs should consider establishing clear guidelines encouraging more outdoor time. (author abstract)

Ansari, A., Purtell, K. M., & Gershoff, E. (2016). [Classroom age composition and the school readiness of 3- and 4-year-olds in the Head Start program](#). *Psychological Science*, 27(1), 53-63. [2009]

The federal Head Start program, designed to improve the school readiness of children from low-income families, often serves 3- and 4-year-olds in the same classrooms. Given the developmental differences between 3- and 4-year-olds, it is unknown whether educating them together in the same classrooms benefits one group, both, or neither. Using data from the Family and Child Experiences Survey 2009 cohort, this study used a peer-effects framework to examine the associations between mixed-age classrooms and the school readiness of a nationally representative sample of newly enrolled 3-year-olds (n = 1,644) and 4-year-olds (n = 1,185) in the Head Start program. Results revealed that 4-year-olds displayed fewer gains in academic skills during the preschool year when they were enrolled in classrooms with more 3-year-olds; effect sizes corresponded to 4 to 5 months of academic development. In contrast, classroom age composition was not consistently associated with 3-year-olds' school readiness. (author abstract)

Barton, L. R., Spiker, D., & Williamson, C. (2012). [Characterizing disability in Head Start programs: Not so clearcut](#). *Early Childhood Research Quarterly*, 27(4), 596-612. [2000]

An identification of Head Start children meeting three different criteria for having a disability or developmental delay, an identification of three additional categories based on alternative criteria, an examination of the children's early literacy, social, and behavioral skills both at entry to Head Start and at the end of kindergarten, and an examination of disability status as a predictor of kindergarten outcomes, based on data from 638 children from the Family and Child Experiences Survey (FACES) 2000 data set.

Bulotsky-Shearer, R. J., Wen, X., Faria, A., Hahs-Vaughn, D. L., & Korfmacher, J. (2012). [National profiles of classroom quality and family involvement: A multilevel examination of proximal influences on Head Start children's school readiness](#). *Early Childhood Research Quarterly*, 27(4), 627-639. [1997]

A study of the relationship between Head Start children's school readiness and both classroom quality and family involvement, based on data from 1,870 children, their teachers, and families

from the Family and Child Experiences Survey (FACES) 1997.

Choi, J., Elicker, J., Christ, S. L., & Dobbs-Oates, J. (2016). [Predicting growth trajectories in early academic learning: Evidence from growth curve modeling with Head Start children](#). *Early Childhood Research Quarterly*, 36(3), 244-258. [2006]

The purpose of this study was to evaluate the association between children's academic and social-emotional skill levels at entry into Head Start (HS) and their subsequent academic growth through HS and into kindergarten. We first examined HS children's growth trajectories in math, reading, and receptive vocabulary skills over a period of 2.5 years (i.e., between HS entry and kindergarten). Then, we examined whether children's capabilities in academic and social-emotional skills at HS entry were associated with their academic growth trajectories. The study was guided by two competing theories on the effectiveness of early care and education (ECE) programs, the "skills-beget-skills hypothesis" and the "compensatory hypothesis." A sample from the Head Start Family and Child Experiences Survey 2006 Cohort (FACES 2006) was analyzed using three-level growth curve modeling. Children who had lower receptive vocabulary skills at HS entry showed faster growth in receptive vocabulary skills. This result supports the compensatory hypothesis, which suggests that quality ECE programs have larger program effects for more disadvantaged children. For math and reading skills, no association between children's entry-level skills and their growth rate was found. Social-emotional skills at HS entry were positively associated with either concurrent baseline academic skills or their growth rate over time, partially supporting the skills-beget-skills hypothesis, which posits that the skills children possess before an intervention allow them to better acquire program benefits. (author abstract)

Early, D., Maxwell, K., Burchinal, M., Alva, S., Bender, R. H., Bryant, D. M., Cai, K., & et al. (2007). [Teachers' education, classroom quality, and young children's academic skills: Results from seven studies of preschool programs](#). *Child Development*, 78(2), 558-580. [2003]

An examination of the connections between preschool teachers' academic degrees and major courses of study and classroom quality and children's academic skills during the year before entering kindergarten, based on data from multiple studies, including the Early Head Start (EHS) Follow-Up, Georgia Early Care Study (GECS), and Head Start Family and Child Experiences Survey (FACES 2003).

Fletcher, E. N., Whitaker, R. C., Marino, A. J., & Anderson, S. (2014). [Screen time at home and school among low-income children attending Head Start](#). *Child Indicators Research*, 7(2), 421-436. [2006]

A survey of television, computer, and video game use in a sample of 2,221 children in Head Start, including comparisons of viewing patterns in homes and classrooms, as well as an identification of household factors associated with high levels of screen time in homes.

Hahs-Vaughn, D. L., McWayne, C. M., Bulotsky-Shearer, R. J., Wen, X., & Faria, A. (2011). [Methodological considerations in using complex survey data: An applied example with the Head Start Family and Child Experiences Survey](#). *Evaluation Review*, 35(3), 269-303. [1997, 2000]

A presentation of analytical issues and methodological considerations when using complex survey data illustrated with analyses from Head Start Family and Child Experiences Survey with recommendations for reporting results.

Hammer, C., Farkas, G., & Maczuga, S. (2010). [The language and literacy development of Head Start children: A study using the Family and Child Experiences Survey Database](#). *Language, Speech, and Hearing Services in Schools*, 45(2), 70-83. [1997]

An investigation of the relationship between early literacy outcomes and child and family characteristics, speech-language impairment, and the home literacy environment of children from low income families from analyses of FACES 1997 data.

Hindman, A. H. (2013). [Mathematics instruction in Head Start: Nature, extent, and contributions to children's learning](#). *Journal of Applied Developmental Psychology*, 34(5), 230-240. [2006]

This study employed the most recent (2006) cohort of the nationally representative Family and Child Experiences Survey (FACES) to explore the nature of mathematics instruction in Head Start and the child, family, and teacher factors that contribute to children's mathematics learning over the preschool year. In total, 2501 preschoolers and their families, as well as their teachers (n = 335), participated in the study from fall 2006 to spring 2007. Results showed that teachers reported frequent mathematics instruction, although direct observations did not entirely confirm this frequency. A variety of factors predicted children's mathematics knowledge at Head Start entry, and several - including instructional quality - were linked to learning over time. No thresholds in instructional quality emerged. Overall, this study provides new information about classroom mathematics instruction and child learning among the nation's most vulnerable early learners. (author abstract)

Hindman, A. H., Cromley, J. G., Skibbe, L. E., & Miller, A. (2011). [Conventional and piecewise growth modeling techniques: Applications and implications for investigating Head Start children's early literacy learning](#). *Evaluation Review*, 35(3), 204-239. [1997]

An overview of the mechanics of conventional and piecewise growth models, an examination of predictors of children's early literacy learning during the transition from preschool through first grade using these techniques, and a comparison of model findings, based on data from a longitudinal study of 945 Head Start children followed through first grade.

Hindman, A. H., Miller, A., Froyen, L. C., & Skibbe, L. E. (2012). [A portrait of family involvement during Head Start: Nature, extent, and predictors](#). *Early Childhood Research*

Quarterly, 27(4), 654-667. [2003]

A profile of the nature, frequency, and both family and center predictors of low income Head Start families' involvement in children's learning and schooling in the home, community, and school contexts, based on data from 2,154 children and families and 165 directors of Head Start centers participating in the Family and Child Experiences Survey (FACES) 2003.

Hindman, A. H., Skibbe, L. E., Miller, A., & Zimmerman, M. (2010). [Ecological contexts and early learning: Contributions of child, family, and classroom factors during Head Start, to literacy and mathematics growth through first grade](#). *Early Childhood Research Quarterly, 25(2), 235-250. [1997]*

An investigation of the extent to which child, family, and Head Start classroom factors are related to children's literacy and mathematics skills from kindergarten entrance through first grade, based on a secondary analysis of data on 945 children and families from the Family and Child Experiences Survey.

Hindman, A. H., & Wasik, B. A. (2015). [Building vocabulary in two languages: An examination of Spanish-speaking dual language learners in Head Start](#). *Early Childhood Research Quarterly, 31, 19-33. [2006]*

This study examines the English and Spanish vocabulary skills that young Dual Language Learners (DLLs) bring to Head Start, as well as their vocabulary learning over the year. Further, we isolate the unique contributions of various child, family, teacher, and classroom factors to these skills. Participants were drawn from a recent cohort of the Head Start Family and Child Experiences Survey. Results show that, for both Spanish and English vocabulary, child and family factors, especially the prevalence of each language in the household, play a role in initial skills and end-of-year skills. The quality of the language of classroom instruction also predicts Spanish and English vocabulary learning over the year for all children; in English, this relation is significantly greater for children with the lowest initial skills. Findings elucidate potential leverage points for intervention to improve Spanish and English vocabulary outcomes during Head Start for these vulnerable early learners. (author abstract)

Institute for Children, Poverty, and Homelessness. (2013). [Head Start and housing \(in\)stability: Examining the school readiness of children experiencing homelessness](#). New York: Institute for Children, Poverty, and Homelessness. [2006]

Drawing on data from the Head Start Family and Child Experiences Survey (FACES), a nationally representative sample of low-income children enrolled in Head Start, this brief examines young children's progress over a two-year enrollment period across three key indicators of school readiness: socio-emotional, cognitive, and health-related outcomes. A cohort of three-year old children was assessed in the fall of 2006, when children entered Head Start, and again in the spring of 2008, when they completed the program. This brief compares children in the cohort who are homeless or highly mobile (HHM) with the cohort's low-income but stably housed

children to determine what differences in outcomes, if any, exist between housing groups.
(author abstract)

Jordan, L. P. (2012). [Examining cost fulfillment: Child care policy and strategies.](#) *Journal of Social Service Research*, **38(3)**, 313-329. [1997]

A study of correlations among a variety of characteristics of child care subsidy eligibility policies in 20 cities across 15 states, and an identification of four categories of similar types of city-specific subsidy offerings, based on an examination of the local policies regarding the Temporary Assistance for Needy Families (TANF) and Child Care Development Fund (CCDF) subsidies.

Kim, S., Chang, M., & Kim, H. (2011). [Does teacher educational training help the early math skills of English language learners in Head Start?](#) *Children and Youth Services Review*, **33(5)**, 732-740. [2003]

A study of the relationship between the early math skills of immigrant preschoolers and teacher educational levels, certification, and professional training, based on data from a nationally representative dataset.

Leow, C. S., Wen, X., & Korfmacher, J. (2015). [Two-year versus one-year Head Start program impact: Addressing selection bias by comparing regression modeling with propensity score analysis.](#) *Applied Developmental Science*, **19(1)**, 31-46. [2003]

This article compares regression modeling and propensity score analysis as different types of statistical techniques used in addressing selection bias when estimating the impact of two-year versus one-year Head Start on children's school readiness. The analyses were based on the national Head Start secondary dataset. After controlling for covariates, regression modeling showed that program duration (two years vs. one year) was a significant predictor of all six outcome measures, including Peabody Picture Vocabulary Test, Woodcock-Johnson Reading Skills, Woodcock-Johnson Math Reasoning Skills, teacher-reported composite academic skills, preschool learning behaviors, and social skills. When using propensity score analysis that matched children, program duration significantly predicted children's academic outcomes but had limited effects on learning behaviors and social skills. Overall, both methods confirmed the predictive effects of program duration but propensity score analysis offered more conservative findings than regression modeling. Methodological issues and policy implications were discussed based on these findings. (author abstract)

Marino, A. J., Fletcher, E. N., Whitaker, R. C., & Anderson, S. (2012). [Amount and environmental predictors of outdoor playtime at home and school: A cross-sectional analysis of a national sample of preschool-aged children attending Head Start.](#) *Health & Place*, **18(6)**, 1224-1230. [2006]

An estimation of the amount of time children attending Head Start spend playing outdoors at

both home and at school, and an examination of the relationship between outdoor play time and both the home and school environment, based on data from 2,529 children in Head Start in spring 2007 from the Head Start Family and Child Experiences Survey (FACES).

McWayne, C. M., & Bulotsky-Shearer, R. J. (2013). [Identifying family and classroom practices associated with stability and change of social-emotional readiness for a national sample of low-income children](#). *Research in Human Development*, 10(2), 116-140. [2006]

Among a nationally representative sample of 2,529 Head Start children, patterns of social-emotional readiness were identified at the beginning and end of children's first preschool year. This study documented that although the majority of children remain in a qualitatively similar social-emotional readiness profile across the year, 34% of children move to a qualitatively different profile reflecting improvements and declines in social-emotional functioning. Child and family attributes (e.g., child age, disability status, and maternal education), as well as contextual factors (e.g., weekly parent home involvement) were significant predictors of these classification patterns, and parents' involvement in educational activities at home significantly moderated transitions among the profiles. (author abstract)

McWayne, C. M., Cheung, K., Wright, L., & Hahs-Vaughn, D. L. (2012). [Patterns of school readiness among Head Start children: Meaningful within-group variability during the transition to kindergarten](#). *Journal of Educational Psychology*, 104(3), 862-878. [2003]

A study of the overlap of children's early school readiness skills in the social and cognitive domains as they enter preschool, if the configurations of school readiness skills predict children's school adjustment by the end of kindergarten, and if patterns of children's school readiness identified at the beginning of their first Head Start year as well as family and classroom context factors predict and/or moderate cognitive and social outcomes at the end of kindergarten, based on data from 1,898 respondents from the Family and Children's Experiences Survey of 2002-2003.

McWayne, C. M., Hahs-Vaughn, D. L., Cheung, K., & Wright, L. (2012). [National profiles of school readiness skills for Head Start children: An investigation of stability and change](#). *Early Childhood Research Quarterly*, 27(4), 668-683. [2000]

A study of school readiness skills profiles for Head Start children at the beginning and end of the children's first preschool year, and an examination of predictors of stability and change across readiness profiles, based on data from a nationally representative sample of 2,336 Head Start children from the Head Start Families and Child Experiences Survey (FACES) 2000.

Meng, C. (April 2013). [Protective Effects of Language Development Among Children in Head Start: A Person-Centered Approach](#). Poster presentation presented at the biennial meeting of Society for Research in Child Development. Seattle, WA. [2003]

This poster examined whether the family literacy environment, children's characteristics, and

classroom environment would function as protective factors against the negative effect of poverty on language development among Head Start children. Growth mixture modeling was used to address the research questions.

Meng, C. (April 2013). [Shared Book Reading and Early Vocabulary Development: Child Motivation as a Moderator \[Executive Summary\]](#). Paper presentation presented at the biennial meeting of Society for Research in Child Development. Seattle, WA. [2003]

This paper used a nationally representative sample of Head Start children to examine child motivation, shared book reading, and the trajectory of vocabulary development. Specifically, this paper used the latent growth curve analysis to examine whether child motivation moderated the effect of shared book reading on the vocabulary developmental trajectory.

Meng, C. (April/May 2013). [Child Motivation, Shared Book Reading, and Vocabulary Development: A Growth Mixture Modeling Approach](#). Poster presentation presented at the annual meeting of American Educational Research Association. San Francisco, CA. [2003]

Based on the sociocultural theory and the expectancy-value theory, this poster examined direct effects of shared book reading and child motivation on the vocabulary trajectories, and whether child motivation moderated the effect of shared book reading on the vocabulary trajectories. The growth mixture modeling was performed to address the research questions with a nationally representative sample of Head Start children.

Meng, C. (2015). [Classroom quality and academic skills: Approaches to learning as a moderator](#). *School Psychology Quarterly*, 30(4), 553-563. [2003]

The purpose of this study was to examine whether approaches to learning moderated the association between child care classroom environment and Head Start children's academic skills. The data came from the Head Start Family and Child Experiences Survey (FACES--2003 Cohort). The dataset is a nationally representative longitudinal study of Head Start children. The sample was selected using the stratified 4-stage sampling procedure. Data was collected in fall 2003, spring 2004, spring 2005, and spring 2006 in the first year of kindergarten. Participants included 3- and 4-year-old Head Start children (n = 786; 387 boys, 399 girls; 119 Hispanic children, 280 African American children, 312 Caucasian children). Head Start children's academic skills in letter-word identification, dictation/spelling, and mathematics at the 4 time points were measured by the Woodcock-Johnson Achievement Battery tests. Approaches to learning in fall 2003 was measured by the teacher report of the Preschool Learning Behaviors Scale. Child care classroom quality in fall 2003 was measured by the revised Early Childhood Environment Rating Scale. Results of the linear mixed effects models demonstrated that approaches to learning significantly moderated the effect of child care classroom quality on Head Start children's writing and spelling. Specifically, positive approaches to learning mitigated the negative effect of lower levels of classroom quality on dictation/spelling. Results underscore the important role of approaches to learning as a protective factor. Implications for early

childhood educators with an emphasis on learning goals for disengaged children are discussed. (author abstract)

Meng, C. (2015). [Home literacy environment and Head Start children's language development: The role of approaches to learning](#). *Early Education and Development*, 26(1), 106-124. [2003]

This study examined whether approaches to learning moderate the association between home literacy environment and English receptive vocabulary development. The Head Start Family and Child Experiences Survey (2003 cohort) was used for analysis. Latent growth curve modeling was utilized to test a quadratic model of English receptive vocabulary development. Results showed that children's approaches to learning significantly moderated the influence of home literacy environment on English receptive vocabulary development. Post hoc probing of the simple slopes demonstrated that children with more positive approaches to learning and lower levels of home literacy environment had a higher English receptive vocabulary trajectory. The implications of the study results for early literacy interventions are discussed. Practice or Policy: Findings from this study may have implications for early educators who aim to improve Head Start children's language competencies by targeting home literacy environment and approaches to learning. At a preliminary level, the study findings suggest that positive approaches to learning may compensate for a limited home literacy environment. Because positive approaches to learning can facilitate learning in other domains, for instance, language learning, this information may be useful for early educators in terms of promoting positive learning attitudes and predispositions toward learning. (author abstract)

Meng, C. (2015). [Joint book reading and receptive vocabulary: A parallel process model](#). *Infant and Child Development*. [2003]

The purpose of the present study was to understand the reciprocal, bidirectional longitudinal relation between joint book reading and English receptive vocabulary. To address the research goals, a nationally representative sample of Head Start children, the Head Start Family and Child Experiences Survey (2003 cohort), was used for analysis. The children were aged 3-4 years at programme entry. The mothers' average age at programme entry was 39 years old. A parallel process model was utilized to examine the growth factors of joint book reading and receptive vocabulary in parallel. Three significant findings emerged: (1) initial levels of English receptive vocabulary and joint book reading positively covaried; (2) English receptive vocabulary and joint book reading were positively and reciprocally related to each other; and (3) slopes for joint book reading and English receptive vocabulary negatively covaried. Results suggest that joint book reading can support and scaffold Head Start children's English receptive vocabulary. Reciprocally, Head Start children's English receptive vocabulary appears to predict the extent to which they engage in joint book reading at home. Moreover, the frequency of joint book reading decreases as the children demonstrate higher levels of English receptive vocabulary. (author abstract)

Quintero, E. (1999). [The new faces of Head Start: Learning from culturally diverse families.](#) *Early Education and Development*, 10(4), 475-197. [1997]

A discussion of reasons for Head Start Programs to support culturally diverse families' child-rearing beliefs, including social, emotional and cognitive development, based on data collected from two literacy projects: Project FIEL (Family Initiative for English Literacy) for Mexican and Mexican-American families in Texas, and Poj Niam Thiab Meyuam (Mother/Child School) for Hmong women and their children in Minnesota.

Son, S., Kwon, K., Jeon, H., & Hong, S. (2013). [Head Start classrooms and children's school readiness benefit from teachers' qualifications and ongoing training.](#) *Child & Youth Care Forum*, 42(6), 525-553. [2003]

Teacher qualifications have been emphasized as a basis of professional development to improve classroom practices for at-risk children's school readiness. However, teacher qualifications have often not been compared to another form of professional development, in-service training. Objective The current study attempts to investigate contributions of multiple types of professional development to school readiness skills of low-income preschoolers. Specifically, we examined the significance of teachers' education level, degree, teaching certificate, teaching experiences as well as specialized in-service training and coaching support as these teacher trainings are linked to preschoolers' school readiness through proximal classroom practices. Method We used a multi-level path analysis to examine multiple pathways from teachers' professional development to classroom environments and school readiness with Head Start Family and Child Experiences Survey 2003 (N = 2,159). Results Teachers with an early childhood education major provided higher-quality provision for learning and social-emotional practices in the classroom; teachers who received coaching provided higher-quality social-emotional and parent involvement practices. Further, children in higher-quality social-emotional classrooms had better math skills, social skills and learning behaviors; children in the classrooms with higher-quality parent involvement practices had higher receptive vocabulary and parent-reported social skills and positive approaches to learning. Conclusions Along with early childhood education degree, ongoing coaching support would work effectively, improving classroom environments and a broad array of school readiness skills of at-risk children. (author abstract)

United States. Administration for Children and Families. (n.d.). [Report to Congress on dual language learners in Head Start and Early Head Start programs.](#) Washington, DC: U.S. Administration for Children and Families. [2006]

A study that examines: the characteristics of dual language learner Head Start and Early Head Start children and their families; the services they receive; the qualifications of staff that serve them; the languages that staff use to communicate with them; and dual language learner

children's developmental progress, based on Head Start Program Information Report data, Head Start Family and Child Experiences Survey 2006 (FACES 2006) data, and Early Head Start Family and Child Experiences Survey (Baby FACES) data.

Vaden-Kiernan, M., O'Brien, R., Tarullo, L. B., Zill, N., McKey, R., & D'Elio, M. (2010). [Neighborhoods as a developmental context: A multilevel analysis of neighborhood effects on Head Start families and children.](#) *American Journal of Community Psychology*, 45(1-2), 49-67. [2000]

A study of the relationships between neighborhood factors and children's cognitive and behavioral outcomes, including family and social factors that mediate and/or moderate these relationships, from an analysis of combined Head Start Family and Child Experiences Survey (FACES) and Census 2000 data.

Vukelich, C., Buell, M. J., & Han, M. (2010). [Early Reading First graduates go to kindergarten: Are achievement gains enduring?](#) In *Promoting early reading: Research, resources, and best practices* (pp. 232-248). New York: The Guilford Press. [2003]

A comparison of early literacy and social skills achievement gains of 97 Early Reading First Head Start graduates and 97 comparison children in the spring of their kindergarten year from the Family and Child Experiences Survey (FACES) 2003 cohort.

Wen, X., Bulotsky-Shearer, R. J., Hahs-Vaughn, D. L., & Korfmacher, J. (2012). [Head Start program quality: Examination of classroom quality and parent involvement in predicting children's vocabulary, literacy, and mathematics achievement trajectories.](#) *Early Childhood Research Quarterly*, 27(4), 640-653. [1997]

A study of the relationship between both Head Start classroom quality and parent involvement and children's vocabulary, literacy, and mathematics skills growth from the beginning of Head Start through the end of first grade, based on a secondary data analysis of Family and Child Experiences Survey (FACES) 1997 data.

Wen, X., Leow, C. S., Hahs-Vaughn, D. L., Korfmacher, J., & Marcus, S. M. (2012). [Are two years better than one year?: A propensity score analysis of the impact of Head Start program duration on children's school performance in kindergarten.](#) *Early Childhood Research Quarterly*, 27(4), 684-694. [2003]

A comparison of academic and social outcomes by the end of kindergarten between children who attended Head Start for two years and the ones who attended for one year, based on data from 1,778 Head Start children from the Family and Child Experience Survey (FACES).

Wildsmith, E., Ansari, A., & Guzman, L. (2015). [Improving data infrastructure to recognize Hispanic diversity in the United States. \(Publication No. 2015-23\).](#) Bethesda, MD: National Research Center on Hispanic Children and Families. [2009]

One limitation to understanding the diversity of Hispanics is the lack of data that consistently measure critical dimensions of variability within the overall Hispanic population. To begin to address this limitation, the Administration for Children and Families (ACF) within the U.S. Department of Health and Human Services convened a Hispanic Research Work Group to help identify priorities for research concerning Hispanics. In 2014, this work group developed a research brief, "Survey Data Elements to Unpack Diversity of Hispanic Populations," that outlined 10 high priority data elements to be added to surveys for a "more adequate understanding of the diversity within low-income, Hispanic populations." These priority data elements are: 1) Hispanic ancestry/heritage subgroup; 2) Country of birth (adult or child who is the focus of the survey); 3) Parent country of birth (of focal person); 4) U.S. citizenship; 5) Time in U.S.; 6) Language(s) spoken at home; 7) English speaking proficiency; 8) Literacy in any language; 9) Highest educational level outside of the U.S.; 10) Legal residency. In this brief, we identify which of these recommended data elements are included in currently available nationally representative and large-scale data sets commonly used to examine a range of topics critical to the well-being of children and their families, including self-sufficiency, poverty, economic mobility, early care and education, family formation, and health. We also suggest several steps national surveys can take to improve their description of the characteristics and experiences of Hispanics in the United States. (author abstract)

Zill, N., & Resnick, G. (2006). [Emergent literacy of low-income children in Head Start: Relationships with child and family characteristics, program factors, and classroom quality.](#) In D. K. Dickinson & S. B. Neuman (Eds.), *Handbook of early literacy research (Vol. 2, pp. 347-371)*. New York: Guilford Press. [2000]

A study of Head Start program effectiveness in the area of early literacy, using data from the Head Start Family and Child Experiences Survey (FACES) child assessment battery, as administered to the FACES 2000 cohort.

Zinsser, K., & Curby, T. W. (2014). [Understanding preschool teachers' emotional support as a function of center climate.](#) *SAGE Open*, 4(4), 1-9. [2009]

There is great emphasis recently on improving the quality of early childhood education in the United States. Within quality rating improvement systems, classroom quality is often reported at the center or program levels. Yet little is known about teaching quality at the center level or the influence of center characteristics on teaching quality. Specifically, this study examines the extent to which the quality of emotional support provided by the teacher is associated with characteristics of the center (e.g., prior turnover rates) and center director (e.g., education, management practices). Findings from Head Start Family and Child Experiences Survey (FACES) 2009 data indicated that emotional support dimensions were differentially predicted by characteristics of the center and the director, including prior teacher turnover rate and director job satisfaction. However, highly regulated indicators of center quality (e.g., student:teacher ratio) did not substantially explain emotional support. (author abstract)

Ziv, Y., Alva, S., & Zill, N. (2010). [Understanding Head Start children's problem behaviors in the context of arrest or incarceration of household members](#). *Early Childhood Research Quarterly*, 25(3), 396-408. [2000]

A comparison of aggression, hyperactivity, and withdrawn behaviors in groups of children living in households where a member either had or had not been arrested or incarcerated, and an examination of the moderating influences of length of Head Start enrollment, parent involvement in kindergarten, and the use of spanking, from a secondary analysis of nationally representative data collected from families of Head Start children.

Instruments & Documentation:

Child Care & Early Education Research Connections. (2010). [FACES Instrument Matrix](#). New York: Child Care & Early Education Research Connections. [1997, 2000, 2003, 2006, 2009]

The Head Start Family and Child Experiences Survey (FACES) uses many instruments to collect data. This document provides a complete list of the FACES instruments indexed in the Research Connections' database. Every instrument is hyperlinked to its corresponding record and "X"s designate which cohorts they were used in. Other alpha characters represent the instruments' availability: OS = obtainable through the original source; RC = obtainable through Research Connections. While all instruments are listed, those instruments that are copyrighted are not available through Research Connections. To access a particular instrument, click on the appropriate link.

Abbott-Shim, M., & Sibley, A. (1987). [Assessment Profile for Early Childhood Programs](#). Atlanta, GA: Quality Assist. [1997, 2000, 2003]

Alexander, K. L., & Entwisle, D. R. (1988). [Personal Maturity Scale](#). *Monographs of the Society for Research in Child Development*, 53(2), 1-161. [2006, 2009]

Arnett, J. (1985). [Caregiver Interaction Scale](#). Princeton, NJ: Educational Testing Service. [1997, 2000, 2003, 2006]

Block, J. H. (1965). [Block Child Rearing Practices Report](#). Princeton, NJ: Educational Testing Service. [2006, 2009]

Brownell, R. (2000). [Expressive One-Word Picture Vocabulary Test \(3rd ed.\)](#). Novato, CA: Academic Therapy Publications. [2009]

Burts, D. C., Charlesworth, R., Fleege, P. O., Ickes, M. M., Durland, M., & Hart, C. H. (1990).

[Teacher Beliefs Scale](#). Unpublished instrument, Louisiana State University, Baton Rouge. [2000, 2003, 2006, 2009]

Duncan, S. E., & Avila, E. A. (1998). [Pre-LAS 2000](#). Monterey, CA: CTB/McGraw-Hill. [2003, 2006, 2009]

Dunn, L. M., & Dunn, D. M. (2007). [Peabody Picture Vocabulary Test \(4th ed.\)](#). Minneapolis, MN: Pearson Assessments. [2006, 2009]

Dunn, L. M., & Dunn, L. M. (1997). [Peabody Picture Vocabulary Test \(3rd ed.\)](#). Circle Pines, MI: American Guidance System. [1997, 2000, 2003]

FACES Research Team. (1992). [Peer Play Observation Scale](#). Unpublished instrument adapted from Howes, C., & Matheson, C. C. (1992). Sequences in the development of competent play with peers: Social and pretend play. *Developmental Psychology*, 28(5), 961-974; and Howes, C., & Stewart, P. (1987). Child's play with adults, toys, and peers: An examination of family and child-care influences. *Developmental Psychology*, 23(3), 423-430. [1997]

FACES Research Team. (1997). [Head Start Family and Child Experiences Survey Center Director Interview \(FACES 1997\): Fall 1997](#). Unpublished instrument. [1997]

FACES Research Team. (1997). [Head Start Family and Child Experiences Survey Parent Interview \(FACES 1997\): Fall 1997](#). Unpublished instrument. [1997]

FACES Research Team. (1997). [Head Start Family and Child Experiences Survey Parent Interview: Spanish Version \(FACES 1997\): Fall 1997](#). Unpublished instrument. [1997]

FACES Research Team. (1997). [Head Start Family and Child Experiences Survey Teacher Self-Administered Survey \(FACES 1997\): Fall 1997](#). Unpublished instrument. [1997]

FACES Research Team. (1997). [Head Start Family and Child Experiences Survey Teacher Self-Administered Survey \(FACES 1997\): Spring 1997](#). Unpublished instrument. [1997]

FACES Research Team. (1998). [Head Start Family and Child Experiences Survey Classroom Teacher Interview \(FACES 1997\): Spring 1998](#). Unpublished instrument. [1997]

FACES Research Team. (1998). [Head Start Family and Child Experiences Survey Kindergarten Parent Interview \(FACES 1997\): Spring 1998](#). Unpublished instrument. [1997]

FACES Research Team. (1998). [Head Start Family and Child Experiences Survey Kindergarten](#)

[Parent Interview: Spanish Version \(FACES 1997\): Spring 1998](#). Unpublished instrument. [1997]

FACES Research Team. (1998). [Head Start Family and Child Experiences Survey Kindergarten Teacher Self-Administered Survey \(FACES 1997\): Spring 1998](#). Unpublished instrument. [1997]

FACES Research Team. (1998). [Head Start Family and Child Experiences Survey Parent Interview \(FACES 1997\): Spring 1998](#). Unpublished instrument. [1997]

FACES Research Team. (1998). [Head Start Family and Child Experiences Survey Parent Interview: Spanish Version \(FACES 1997\): Spring 1998](#). Unpublished instrument. [1997]

FACES Research Team. (1998). [Head Start Family and Child Experiences Survey Parent Interview Supplement \(FACES 1997\): Spring 1998](#). Unpublished instrument. [1997]

FACES Research Team. (1998). [Head Start Family and Child Experiences Survey Parent Interview Supplement: Spanish Version \(FACES 1997\): Spring 1998](#). Unpublished instrument. [1997]

FACES Research Team. (1998). [Head Start Family and Child Experiences Survey Teacher Self-Administered Survey \(FACES 1997\): Spring 1998](#). Unpublished instrument. [1997]

FACES Research Team. (1999). [Head Start Family and Child Experiences Survey Family Service Worker Interview \(FACES 1997\): Spring 1999](#). Unpublished instrument. [1997]

FACES Research Team. (1999). [Head Start Family and Child Experiences Survey Kindergarten Parent Interview \(FACES 1997\): Spring 1999](#). Unpublished instrument. [1997]

FACES Research Team. (1999). [Head Start Family and Child Experiences Survey Kindergarten Parent Interview: Spanish Version \(FACES 1997\): Spring 1999](#). Unpublished instrument. [1997]

FACES Research Team. (1999). [Head Start Family and Child Experiences Survey Kindergarten Teacher Self-Administered Survey \(FACES 1997\): Spring 1999](#). Unpublished instrument. [1997]

FACES Research Team. (1999). [Head Start Family and Child Experiences Survey Parent Interview \(FACES 1997\): Spring 1999](#). Unpublished instrument. [1997]

FACES Research Team. (1999). [Head Start Family and Child Experiences Survey Parent Interview: Spanish Version \(FACES 1997\): Spring 1999](#). Unpublished instrument. [1997]

FACES Research Team. (1999). [Head Start Family and Child Experiences Survey Teacher Self-](#)

[Administered Survey \(FACES 1997\): Spring 1999](#). Unpublished instrument. [1997]

FACES Research Team. (2000). [Head Start Family and Child Experiences Survey: Center Director Interview: Fall 2000](#). Unpublished instrument. [2000]

FACES Research Team. (2000). [Head Start Family and Child Experiences Survey 1st Grade Parent Interview \(FACES 1997\): Spring 2000](#). Unpublished instrument. [1997]

FACES Research Team. (2000). [Head Start Family and Child Experiences Survey 1st Grade Parent Interview: Spanish Version \(FACES 1997\): Spring 2000](#). Unpublished instrument. [1997]

FACES Research Team. (2000). [Head Start Family and Child Experiences Survey 1st Grade Teacher Self-Administered Survey \(FACES 1997\): Spring 2000](#). Unpublished instrument. [1997]

FACES Research Team. (2000). [Head Start Family and Child Experiences Survey: Education Service Coordinator Interview: Fall 2000](#). Unpublished instrument. [2000]

FACES Research Team. (2000). [Head Start Family and Child Experiences Survey \(FACES 2000\): Teacher's Child Report Form: Fall 2000](#). Unpublished instrument. [2000]

FACES Research Team. (2000). [Head Start Family and Child Experiences Survey Kindergarten Teacher Self-Administered Survey \(FACES 1997\): Spring 2000](#). Unpublished instrument. [1997]

FACES Research Team. (2000). [Head Start Family and Child Experiences Survey Parent Interview \(FACES 2000\): Fall 2000](#). Unpublished instrument. [2000]

FACES Research Team. (2000). [Head Start Family and Child Experiences Survey Parent Interview: Spanish Version \(FACES 2000\): Fall 2000](#). Unpublished instrument. [2000]

FACES Research Team. (2000). [Head Start Family and Child Experiences Survey Teacher Interview \(FACES 2000\): Fall 2000](#). Unpublished instrument. [2000]

FACES Research Team. (2001). [Head Start Family and Child Experiences Survey: Center Director Interview: Spring 2001](#). Unpublished instrument. [2000]

FACES Research Team. (2001). [Head Start Family and Child Experiences Survey \(FACES 2000\): Family Service Worker Interview: Spring 2001](#). Unpublished instrument. [2000]

FACES Research Team. (2001). [Head Start Family and Child Experiences Survey \(FACES 2000\): Father Questionnaire](#). Unpublished instrument. [2000]

FACES Research Team. (2001). [Head Start Family and Child Experiences Survey \(FACES 2000\): Teacher's Child Report Form: Spring 2001](#). Unpublished instrument. [2000]

FACES Research Team. (2001). [Head Start Family and Child Experiences Survey Parent Interview \(FACES 2000\): Spring 2001](#). Unpublished instrument. [2000]

FACES Research Team. (2001). [Head Start Family and Child Experiences Survey Parent Interview: Spanish Version \(FACES 2000\): Spring 2001](#). Unpublished instrument. [2000]

FACES Research Team. (2001). [Head Start Family and Child Experiences Survey Teacher Interview \(FACES 2000\): Spring 2001](#). Unpublished instrument. [2000]

FACES Research Team. (2002). [Head Start Family and Child Experiences Survey Center Director Interview \(FACES 2000\): Spring 2002](#). Unpublished instrument. [2000]

FACES Research Team. (2002). [Head Start Family and Child Experiences Survey \(FACES 2000\): Head Start Parent Interview: Spring 2002](#). Unpublished instrument. [2000]

FACES Research Team. (2002). [Head Start Family and Child Experiences Survey \(FACES 2000\): Teacher's Child Report Form: Spring 2002](#). Unpublished instrument. [2000]

FACES Research Team. (2002). [Head Start Family and Child Experiences Survey: Kindergarten Followup Parent Interview: Spanish Version: Spring 2002/2003](#). Unpublished instrument. [2000]

FACES Research Team. (2002). [Head Start Family and Child Experiences Survey: Kindergarten Followup Parent Interview: Spring 2002/2003](#). Unpublished instrument. [2000]

FACES Research Team. (2002). [Head Start Family and Child Experiences Survey Parent Interview: Spanish Version \(FACES 2000\): Spring 2002](#). Unpublished instrument. [2000]

FACES Research Team. (2002). [Head Start Family and Child Experiences Survey Teacher Interview \(FACES 2000\): Spring 2002](#). Unpublished instrument. [2000]

FACES Research Team. (2002). [Kindergarten Followup: Head Start Family and Child Experiences Survey: Kindergarten Teacher Survey: Spring 2002/2003](#). Unpublished instrument. [2000]

FACES Research Team. (2002). [Kindergarten Followup to the Head Start Family and Child Experiences Survey: Teacher's Child Report Form: Spring 2002/2003](#). Unpublished instrument.

[2000]

FACES Research Team. (2003). [Head Start Family and Child Experiences Survey Center Director Interview \(FACES 2003\): Fall 2003](#). Unpublished instrument. [2003]

FACES Research Team. (2003). [Head Start Family and Child Experiences Survey Education Coordinator Interview \(FACES 2003\): Fall 2003](#). Unpublished instrument. [2003]

FACES Research Team. (2003). [Head Start Family and Child Experiences Survey Parent Interview \(FACES 2003\): Fall 2003](#). Unpublished instrument. [2003]

FACES Research Team. (2003). [Head Start Family and Child Experiences Survey Parent Interview: Spanish Version \(FACES 2003\): Fall 2003](#). Unpublished instrument. [2003]

FACES Research Team. (2003). [Head Start Family and Child Experiences Survey Teacher Interview \(FACES 2003\): Fall 2003](#). Unpublished instrument. [2003]

FACES Research Team. (2003). [Head Start Family and Child Experiences Survey: Teacher's Child Report Form: Fall 2003](#). Unpublished instrument. [2003]

FACES Research Team. (2004). [Head Start Family and Child Experiences Survey Parent Interview \(FACES 2003\): Spring 2004](#). Unpublished instrument. [2003]

FACES Research Team. (2004). [Head Start Family and Child Experiences Survey Parent Interview: Spanish Version \(FACES 2003\): Spring 2004](#). Unpublished instrument. [2003]

FACES Research Team. (2004). [Head Start Family and Child Experiences Survey Teacher Interview \(FACES 2003\): Spring 2004](#). Unpublished instrument. [2003]

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